

**DEPARTMENT UPDATE FOR MCCTA
THURSDAY, JULY 24, 2003
UNIVERSITY PLAZA – ILLINOIS ROOM**

Good morning everyone. We have several items for the update today.

I am going to start with Federal legislation and reauthorization, staff changes, Federal and State budgets, and a few other items. Don Eisinger is going to give an update for the Adult Education and Employment Training Unit. Harry Kujath will give the update for the Career and Community Education Unit, and Dennis Harden for the Vocational-Technical Education Unit. Don Walker will share information on Perkins accountability and technical assistance visits. Michelle Baumstark has an update on technology related items and Andy Martin will finish up the update with finance issues.

DIVISION STAFF CHANGES

The General Assembly recently approved an early-retirement incentive measure as part of the overall effort to trim the state's total budget. Because of the incentive, normal end-of-the-year retirements, other resignations, the Department is experiencing an unusually large number of staff changes this summer and fall. The Department will be allotted 59 fewer positions than we had in Fiscal Year 2003. Harry Kujath, coordinator of community and career education will retire September 1. Harry's position will not be filled. Dennis Harden will be taking over Harry's

responsibilities. The community education section will report the assistant commissioner and I will take over the Perkins responsibilities and the Career Cluster initiative. Gene Reed retired the end of June 30. We are combining the Business Education and Marketing Education sections. Julie Lyman has been promoted to assistant director. This does not change the emphasis or importance of either program. There are still program standards for each. Certification requirements remain separate. As soon as we can advertise we will be doing so to fill the vacancy.

INCREASED FEES FOR BACKGROUND CHECKS

Beginning in August, the Highway Patrol is instituting new and increased fees for services related to background checks. This will mean higher costs for school districts and applicants. Effective August 28:

1. The fee for a fingerprint check will increase from \$22 to \$38.
2. The fee for an "open records" check will increase from zero to \$5.00 per individual. All applicants for substitute teaching certificates must undergo this background check. Many school districts have elected to do open records checks on all job applicants and/or all employees by giving the Department the needed information. Now, there will be a \$5.00 charge per name if the district wants to conduct this type of general background check.

REAUTHORIZATION OF PERKINS

Reauthorization of Perkins continues. There are two areas of most concern. First is the Governor being able to transfer a percentage of the

funds allocated to *No Child Left Behind*. The second area that is a concern is the dollars that have been given out on a formula basis would become local competitive grants. The reauthorization will more than likely focus on the same four key principles of *No Child Left Behind*:

1. Creating accountability for results.
2. Expanding choices for students and families.
3. Focusing on what works.
4. Reducing bureaucracy and increasing flexibility.

REAUTHORIZATION OF ADULT EDUCATION AND LITERACY

Discussions are also underway regarding the reauthorization of adult education and literacy. There are some definition changes that would allow for-profit education agencies to apply to provide AEL programming and services. This includes “faith-based” and private educational agencies.” This could an increased emphasis in developing a system to assist in transitioning AEL students to postsecondary education.

We will be watching both of these pieces of legislation throughout the coming year.

STATE AND FEDERAL BUDGETS

On the Federal side, the Fiscal Year 2004 appropriations process is moving along quickly. The Senate Appropriations Committee did not follow the House’s lead and propose a funding increase. However, they also did not follow the Administration’s request to cut funding by 25%. The

budget bill is now ready to be voted on by the full House of Representatives. It is also expected that the Senate will vote out their budget bill. Then these bills will go to a conference committee to be worked out. Donna Vossen does a good job at keeping us up-to-date on what is going on as well as ACTE.

On the State's budget, all of you are aware of the education budgets being vetoed more than once. For Fiscal Year 2004, vocational education and adult education are at the same funding level as last fiscal year. Customized training was reduced by \$684,500 for this fiscal year. Fortunately, customized training did not get hit with a withholding that was done earlier this month. Next year will not be any easier. The revenue projections are not any better and it will be an election year.

STATE OF THE WORKFORCE REPORT

Earlier this year, Governor Holden called for a report on the State of the Workforce. One of the components of the report will be education and training. The committee working on the report and recommendations is well represented by your colleagues – Rich Payne, Steve Long, Kevin Dinsdale, Gil Kennon, and Gina Benesh.

VOCATIONAL COMMUNICATIONS/MARKETING PLAN

On April 14, 2003 a contract to develop a communications plan for vocational education was awarded to Laine Communications. The communications plan/marketing campaign will create a brand identity and message for vocation/career education that will positively affect the opinions of parents, students, educators (including counselors, administrators, and teachers) as well as the general public regarding the state agency's career education programs. The communications plan/marketing campaign will aid the state agency and local schools in:

1. Changing the image/perception of vocational and technical education among parents, students, employers, counselors, administrators and the general public.
2. Promoting lifelong learning.
3. Increasing interest and enrollment in vocational and technical education.

Laine has developed communications and marketing plans for several states, most notably South Carolina. Contract supervision and DESE staff support to Laine is being provided by Ellen Smith, Supervisor Industrial Training.

On May 20, Laine staff met with DESE staff as well as Commissioner King to obtain a state staff level perspective of vocational education. Laine has asked for and has been provided names of local staff including

administrators, teachers and those with expertise in marketing vocational education to contact as they developed the vocational communications plan.

Laine met with Department staff on July 15, to provide initial information on their proposed plan. Staff reviewed the overall plan, which included evaluation criteria for each recommended activity. Staff also reviewed sample logos, taglines, and other products. Staff also discussed the full-color booklet, a brochure and full-color mock-ups of brochures that target information about vocational education. We had a very productive meeting and we are very excited about the draft plan and the direction that vocational education will take as a result of its implementation.

More information will be provided in the coming months as the plan is finalized and as communication activities are implemented.

For additional information contact Ellen Smith at 573-751-7864.

REDUCTION IN FEDERAL ADULT EDUCATION AND LITERACY FUNDS FOR FISCAL YEAR 2004

Missouri's federal allocation for Adult Education and Literacy programs for distribution for the July 1, 2003 to June 30, 2004 period will be \$9,237,622. This amounts to a 10% reduction of the previous year's allocation of \$10,264,024. At the same time, the allocation for EL/Civics has increased by 12.6%, from \$385,560 in FY2002 to \$434,162 in FY2003.

When these two allocations are combined, the overall reduction in federal adult education funds for the state is \$977,800.

This is the first year that the state's allocation was based on 2000 census data. The state allocation for Adult Education is based on the number of individuals between the age of 16 through age 60 that do not have a high school diploma and are no longer enrolled in secondary school. Missouri's relative share of this population has gone down since the 1990 census due in part to the excellent efforts of the state's adult education and literacy providers and a reduction in the high school drop out rate.

To lessen the impact of this shortfall on local programs, DESE staff explored budget reductions and the elimination of less critical programs and services. For Fiscal Year 2004 a different core funding structure was developed for AEL programs serving institutionalized individuals. Local marketing allocations were eliminated and state funded professional development and technology support activities are under review to provide as much of the state's allocation to local programs as possible.

For additional information please contact Steve Coffman, Director Adult Education and Literacy at 572-751-0887.

STATEWIDE ARTICULATION AGREEMENTS

The Division is working your group to develop statewide articulation agreements. This is part of your organization's *Future Directions* initiative as well. A committee was formed with representatives from area vocational school directors, community college deans, community college presidents, counselors, tech prep coordinators, and Department of Higher Education and DESE staff.

The committee met in February and decided to start with articulation agreements in three areas; Automotive Service Excellence (ASE), Child Development Associate (CDA), and Cisco networking certification. A follow up meeting was held in April to hand out assignments and plan a time to bring in classroom instructors from around the state. Then in May classroom instructors from secondary and postsecondary schools came together to draft what the statewide articulation agreements should look like. MCCTA is now asking for additional feedback from the field, so that a final draft can be developed.

This project was taken on to benefit all kids who plan on entering postsecondary education. With statewide articulation agreements, students can choose any community college in the state and they will earn the same number of credit hours. The goal of this committee is to have these three

initial agreements in place by the November 2003 Building Bridges Conference and then work toward statewide articulation agreements in all DESE vocational approved programs.

COUNSELOR ACADEMY

Our Division in collaboration with the Division of Vocational Rehabilitation, Department of Higher Education, Department of Economic Development and CMSU is working on pilot academies for 200 counselors statewide. These three Counselor Academies will be designed to assist school counselors in the development and dissemination of information concerning career awareness, exploration, choice, and having students develop a four year career plan. These pilot academies will open registration to all counselors, but priority will be given to districts that will send a three-person team of counselors from the elementary, middle, and senior high levels. No more than six counselors from any one school district will be permitted to enroll in order to assure a diverse selection of counselors statewide. School counselors that have multi-grade level responsibilities are also encouraged to attend.

The importance of Career Awareness and Career Guidance for high school students has been well established. Therefore to better prepare students, these academies will start in the elementary and middle high grade

levels. By giving all counselors training in aligning their activities K-12, students will be less likely to reach their senior year only to find they are not prepared for the future. These Counselor Academies will correlate academics with career choices so that students and families can understand and be better prepared for the training/education needed after high school. We want all students to know the career choices available and the courses/training needed to be better prepared for a successful career and future. This includes knowing the financial aid possibilities available to all students and how to access them. These academies will enable counselors to comply with No Child Left Behind by providing counseling, mentoring, and pupil services for all students so they can plan for their future by making informed college and career decisions. The priority of these Counselor Academies will be to produce a model that can be duplicated at all school districts and counselors statewide. The attendees of these Academies will be expected to attend all three sessions during the pilot session. They will be expected to also design and/or update their district's career development plan in grades K-12. Attendees will also work with other counselors in both their districts and in their regions in order to collaborate on resources available for their students.

The first of the three Counselor Academies will be November 18 and 19, 2003 as a post-conference to the Building Bridges Conference. Information concerning these Counselor Academies was sent out to school counselors and administrators in May. Individuals can also go to our web site to get the resgration form and the dates for the three future Counselor Academies (<http://dese.mo.gov/divvoced/>).

CAREER CLUSTERS

Staff has been working this past year on a national initiative known as Career Clusters. Career Clusters started approximately five years ago by the U.S. Department of Education (USDE). Due to a changing philosophy of career and technical education in the current administration, the Career Clusters Initiative was dropped by the USDE and continues through the work of the National Association of State Directors of Career and Technical Education consortium.

Career Clusters represent a nationwide effort to help schools ensure that students get the knowledge and skills they need for multiple career choices by matching what is taught in the classroom to business and industry standards. Career Clusters:

- Provide a big picture to student in terms of career options and understanding a broad industry;

- Enhance academic achievement of all students;
- Provide a common theme for communication from state to state;
- Integrate into current CTE programs;
- Prepare students for entry into college/university; and
- Provide a well-prepared, qualified workforce for employers.

A Career Cluster model has been developed along with a framework, and cluster/pathway knowledge and skills. These were all developed collectively with input from both educators and business/industry. In Missouri, we have developed a “white paper” which will lay the groundwork for what we need to do in order to get Career Clusters integrated into the overall educational system in the state.

The annual Building Bridges Conference that is being held November 16-18 at Tan-Tar-A will focus heavily on Career Clusters. Please plan to attend this conference to learn more about Career Clusters.

MENTORING PROGRAM

For the past few years, some of our program sections have been implementing mentoring programs for their new, second year and returning teachers. These mentoring programs have proved successful in keeping new teachers in the classroom.

Because of this success, it was decided to develop a Mentoring Program that would be provided to all vocational education teachers who are new, second or returning to the classroom. We have been working with

Susie Cox to develop this program and actually started this year's mentoring program with an Introduction to Mentoring workshop which was held both Monday and Wednesday of this week. The actual mentoring program will kickoff with a session on September 8 where mentors and their protégés will meet to begin their work.

Our program is different from a district mentoring program in that we pair protégés with mentors from like programs from other schools.

TEACHER CERTIFICATION

This past year, we have been in the process of consolidating all vocational education teacher and administrator certification to one supervisor. Mark Shore is our Supervisor of Vocational Teacher Certification. In late June, the staff moved to the Educator Certification section located on the 7th floor of the Jefferson Building.

It is most appropriate to contact Mark when you or any of your staff have questions concerning certification. All new requests and renewals are to be directed to Mark's attention.

COMPETENCY PROFILES

The competency profiles for all of our vocational education programs are now available on the DESE Website. There is a link to the profiles on

the left side of Division webpage entitled: *Competency Profiles*. This should provide you and your teachers much easier access to the profiles.

ADVISORY COMMITTEE BROCHURE

We have updated the Advisory Committee brochure that was originally done by the State Council on Vocational Education. These brochures can be used with your new and/or returning advisory committee members. The brochure discusses the importance of advisory committees and the role of advisory committee members. We have a few copies for you today. We will make this available on the website so it can be printed of and reprinted as you see fit.

CHANGE IN NEW TEACHER INSTITUTE REIMBURSEMENT

In the past, CMSU has contracted directly with the hotel for those teachers participating in NTI. We have had a change in procedure. DESE will be reimbursing the individuals directly for their room and meals. Please make sure any teachers you are sending to NTI understand that they will need to pay for their room either by credit card, check or cash. They will be given an expense account to fill out prior to leaving NTI. We will expedite the expense accounts so there will not be a delay in reimbursement back to them.

PERKINS ACCOUNTABILITY

Accountability will be reported as usual and due to us by November 1, 2003. We will only collect MAP scores for math and communication arts. The State Agreed to Level of Performance will go up for all indicators. The biggest issue we encourage is the low number of MAP test scores reported. As a reminder, MAP scores are reported on all concentrators. Grade level is not a factor.

We will be doing technical assistance reviews again this year during MSIP reviews. For school districts that have an MSIP waiver and for the four postsecondary reviews, Division staff will set a date that is agreeable for both parties to do the technical assistance visits. The four postsecondary technical assistance reviews will be conducted at St. Louis Community College, Jefferson College, Linn State Technical College, and Crowder College.

The Title IV reviews for the area schools desiring to continue to offer financial aid will be conducted during the MSIP review. For the MSIP waived school districts, the Title IV reviews will be done at the same time as the Perkins technical assistance reviews. We have not finalized the staff assignments.

We will need assistance from individuals from the field again this year in doing the reviews. Please let me (this means Don Walker) know if

you want to serve on an MSIP review as soon as you can. Make certain to include the date your certificate expires.

PERKINS ON-LINE

The fourth year of Perkins III implementation is in progress. The application is currently closed. It will reopen for initial submission July 28 and remain open until August 1. This will allow schools that have not yet submitted one final opportunity to get their application submitted and approved. After this time, no further initial applications may be submitted or approved.

The amendment process will open September 15 and remain open until March 26, 2004. All final amendments must be made before the FER opens April 1. Amendments cannot be made after the FER opens for entry. Allowing amendments after the FER opens causes database and system errors as well as discrepancies in submission auditing dates.

We have received a large number of phone calls regarding user ids and passwords. Users should note that DESE staff **do not** know your password once you have changed it from your mother's maiden name. The only thing that can be done if you are unable to log into the system is to reset your password or verify your user id. This can only be done by the security database administrators. If your id and password is not working a red

problem notice appears on the left-side of the screen below the login boxes.

This will tell you exactly what the problem is. The easiest and fastest way to have your id problem taken care of is to send an e-mail message to the administrator. Information for what should be included in the e-mail to the administrator is identified on the login page. This is what DESE staff must do when you call about your password, so you would actually be skipping a step in the process. As a rule of thumb the reset process takes about a day. Because many of you have login problems, please take this into consideration when you are getting ready to fill out your on-line application. Do not wait to the last day to login because you may run into problems causing you to miss the submission deadline.

Finally, there has been turnover among district staff responsible for submitting Perkins information. Please remember that staff no longer employed with the district must be deleted from the Perkins system. This can be done by completing a web login delete form. The delete form as well as the login request form are available under the login request forms link in the dropdown box on the login page.

If you have further questions or technical assistance needs please contact myself or Jean Cole.

CORE DATA

Screens 26/27 – (Handout) Screen 26, Vocational Follow-up, and (Handout) Screen 27, Sending School Follow-up, have been re-engineered and redesigned. The new versions of the screens will be used this year during the February data collection cycle, which will be open Feb. 1 to Feb. 15.

There are several differences in how the screens operate, most of which will not be visible to you. However, you will notice that Screen 26 now filters educators by building and program type. Additionally, the educators are being pulled directly from the Screens 18/20 the Educator/Course and Assignment screens. This means that in order to complete data for Screen 26 your educator must be present on the previous year's 18/20 and must be reported with a vocational program type code, such as 0104 for Agriculture or 0204 for Business and so on. This is a change from the previous screen, which allowed you to view all educators vocational and non-vocational for a specific building. You will be able to edit information on 18/20 if you find during your entry on 26 a mistake has been made.

Screen 27 entry has also been simplified. The data should now be reported as an aggregated total by district rather than a total for each CIP

code as was done in the past. The schools available as sending schools will be pulled from data reported on Screen 22, Sending Schools Courses and Enrollment. This means receiving districts who fill out Screen 27 will need to work with their sending schools to make sure data is reported correctly on Screen 22. Screen 22 is completed during the October cycle. Additionally, reporting disadvantaged information has been eliminated. You will only report an overall total for each category and an overall total for each category in Disabled/IEP.

Screens 18/20 – (Handout) Part of the process of automating the secondary salary reimbursement process included making changes to Screens 18/20 the Educator Course and Assignment screen. As part of the changes, districts will no longer be required to fill in the line number or Vocational Time Devoted (VTD) for the educator. These numbers will be calculated or filled-in by DESE staff. 18/20 are completed as part of the October Core Data cycle and is now open for data entry and remain open until October 15.

Additionally, you will notice a change in the salary amount field on the screen. Last year's amount awarded will still be visible, but this year's amount will not. The amount of reimbursement along with the rest of the DESE payments awarded per district is now available on-line via the

Vocational Payment Statement. You can access the statement for your district by selecting the Voc Payment Statement button on the division homepage.

You will notice on the statement that the salary reimbursement amount lists the program types that were included as reimbursable. This list was compiled from information reported by districts on 18/20 and records from each of the program areas. If there is a program missing or a program listed that is not approved at your district please let myself or Andy Martin know as soon as possible so the records can be corrected before the projected salary reimbursement amounts for this year are run. Additionally, you will want to make any correction to the 2002-2003 18/20 screens prior to the projected reimbursement amounts are run as well. We are anticipating running the projected amount August 8th.

Screen 29 - Screen 29 Postsecondary and Adult Follow-up summary reports for institutions are currently being tested. I have had several inquiries as to when those will be available. As soon as testing and security development are complete those reports should be available on-line via the Core Data reports menu. I estimate this will occur sometime next month. Reports available to districts will include: district and state placement summary, district and state placement summary by CIP code and a district

student list of all students reported. If you have suggestions on additional reports that might be helpful please let me know.

Additionally, please remember that part of reporting postsecondary and adult information to us also includes completing the appropriate contact information on screens 2, 3 and 8 and in the August Core Data cycle. This information will be used to contact you if changes occur to the screen or to notify you of any pertinent DESE information. The August cycle is now open and will remain open for entry until August 15.

CORE DATA MANUAL

The Core Data manual has undergone significant revisions over the last several months with regard to all of the changes Vocational Education has made to processes and requirements. The new manual will be going to the printers at the end of the month. Please make sure you either obtain a revised copy of the manual or access the revised version on-line via the Core Data home page within the Division of School Improvement prior to completing any new data entry. The site can be accessed through the DESE homepage.

CIP CODES

There have been significant changes in CIP codes since the implementation of the new CIP 2000 version of the codes. This has caused

some confusion and frustration. Please make sure you are using the correct codes for reporting, data entry and certification. A new version of the CIP codes valid for reporting follow-up at all levels will be available in the new Core Data manual. If you have questions about valid codes please contact myself, Stuart Hillman or Don Walker.

On another note regarding postsecondary CIP codes used for reporting follow-up on Screen 29. The division has been working closely with Higher Education over the last several months to analyze CIP code usage and to determine if an easier process for assigning and utilizing CIP codes can be developed. We will keep you updated on this process, but we hope that code lists provided in the Core Data manual will aid in reporting your students in the meantime.

NEW WEB ADDRESS

By request from the governor, the state will be changing its web address. This change will impact all department web addresses. DESE's new web address will be <http://dese.mo.gov>.

The Department launched the new address July 1, 2003. The current address will remain active until December 31, 2004. This will allow plenty of time to change publications to feature the new address. The rest of the

department's division sites will be slowly converting to the new address throughout the next year.

VAE ART GALLERY

Many of you may have noticed the VAE Art Gallery now posted on the division web site. The Art Gallery is intended to be a showcase of student and district activities statewide. Please consider submitting photos during the next school year for display in the virtual art gallery. Also, note that there is a permission form that must be signed by students whose photos are placed in the gallery. The form (Handout) is available on the division "forms" web page and can be faxed or mailed. Also instructions for submitting content for the art gallery are addressed with in the art gallery. The gallery is accessible via the division homepage.

MESSAGE BOARD

If you have not accessed the division message board you may want to visit it. We hope it will eventually prove to be a valuable communication tool for LEAs. It is intended to be a forum for district staff across the state to ask questions of one another or to share best practices. It is monitored by state staff, but the intention is for the discussion to occur among the LEAs. The message board is accessible through the division home page.

TECHNICAL ASSISTANCE FORM

Development of an on-line technical assistance request form is nearing completion. We anticipate having the form available on our division web site early this fall. The form will allow district staff, parents and the general public to request assistance in a variety of program areas managed by the division. We hope this form will help make requesting assistance more convenient as well as speed response time.

FUTURE PROJECTS

Over the next year we will be working on enhancements to the current Perkins expenditure and accountability systems. We will also begin analysis for automating the postsecondary class summary information and salary reimbursement processes. If you have suggestions for items you would like to see automated or available on our web site please let me know.

SALARY REIMBURSEMENT PROCEDURES

Secondary -- For FY2003, LEAs received their maximum allocation for salary reimbursement. The new payment system was operational, but we were unable to do the appropriate testing needed in order to avoid possible payment problems. So, we gave the maximum allocation. However, for this year's salary reimbursement, the new payment system will be in effect, and reimbursements will be based on enrollment, teacher certification, and

approved programs, using FY 2003 data as you suggested we do. We will post on the web, what your actual reimbursement will be sometime this fall.

Adult -- For FY2004, the reimbursement for adult full-time programs will be \$11,000 minimum and \$17,000 maximum. The reimbursement for adult short-term programs will still be \$10 per hour.

Postsecondary -- The reimbursement for postsecondary programs will still be \$120 per credit hour.

For FY2004, the reimbursement for adult and postsecondary programs will still be processed on FV-1s, FV-2s and VECS forms. We were hoping to have the online process in place, but it is not completed. We are continuing to develop the system and will have it up and going as soon as we can.

EFFECTIVENESS INDEX FORMULA (EIF) REVISIONS

February 2006 is the target date to have a new effectiveness index formula in place. Our plan is to contract with an outside source to review the formula and make it more current. As we work on the new formula, we will want your input. Sandy Withers will be the staff member heading up this activity.

PERKINS (BASIC GRANT AND TECH PREP GRANT FUNDING)

Basic Grant

The Perkins Basic grant for FY2004 is \$24,101,143 which is a decrease of \$90,948 from last year's grant. This reduction in our State's allotment, although small, contributed to some LEAs receiving a lesser amount in FY2004 than in FY2003.

Secondary

1. The Federal government updated the census data that is used in the secondary formula. These updated enrollment figures caused some allocations to increase and some to decrease.

2. The Federal government recommended that our Department change the way we distribute the "Reserve" dollars. Therefore, each LEA received "Reserve" dollars based on their vocational enrollment, instead of the "hold-harmless" method that was used in the past.

Postsecondary

1. The Department requested LEAs to submit data for students enrolled in approved vocational education programs of study. Also, students enrolled in associate of applied science degree programs and one-year certificate programs were counted. Students enrolled in only a vocational education course were not counted.

Tech Prep

The Perkins Tech Prep grant for FY2004 is \$2,209,640 which is a decrease of \$60,194 from last year's grant. This reduction in our State's allotment contributed to some LEAs receiving a lesser amount in FY2004 than in FY2003. This past spring during a technical assistance review the Federal government recommended that our Department change the way we distribute the Tech Prep dollars. Therefore, we used Perkins accountability data (3 year average) and secondary/postsecondary enrollment (FY2002) to develop a funding formula.

EQUIPMENT GUIDELINES

The Division has developed Equipment Guidelines for all programs. These guidelines will be located on the Division's web page and are effective July 1, 2003. The guidelines are retroactive and cover any equipment that has been purchased.

DUE DATES

The due dates for forms are the same as last fiscal year. The dates are posted on the Division's web page.